

Leadership

Leadership analyzes attributes and capabilities of those in leadership positions, to assist students in the development of their interpersonal relationships and other related skills. Most jobs are lost or gained because of the leadership ability a person has. As we enter the 21st century and a global market place, these skills will become more important as an asset for career success.

Pre-requisite: None

Recommended Credit: $\frac{1}{2}$ or 1

Recommended Grade Levels: 10th, 11th or 12th

*** $\frac{1}{2}$ denotes learning expectations that must be met when teaching the course for $\frac{1}{2}$ credit.**

**** All learning expectations must be met when teaching the course for 1 credit**

Leadership

Standard 1.0

The student will debate the theory of leadership as related to individuals, organizations and communities.

Standard 2.0

The student will evaluate personal attributes, such as interpersonal relationship skills and value systems, as they relate to leadership.

Standard 3.0

The student will evaluate individual and group communication skills needed in the agricultural industry.

Standard 4.0

The student will evaluate skills needed for effective group leadership.

Standard 5.0

The student will evaluate leadership skills and responsibilities necessary for obtaining and advancing in a career.

Standard 6.0

The student will integrate academic competencies in the area of leadership.

Standard 7.0

The student will develop premier leadership and personal growth needed for the agricultural industry.

Course Description

This course is designed to develop studies in leadership enhancement, personal growth and career success. Students will evaluate the importance of personal attributes and interpersonal relationship skills in the acquisition of an agricultural career and accomplishment in that field.

Standard 1.0

The student will debate the theory of leadership as related to individuals, organizations and communities.

Learning Expectations:

The student will:

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| 1.1 | Evaluate the influence of a leader's characteristics and style on society. | ½ |
| 1.2 | Analyze the principles of being a leader. | ½ |
| 1.3 | Evaluate the diversity of personality types in our society. | ½ |
| 1.4 | Assess personal leadership potential. | |
| 1.5 | Evaluate the effect of empowerment, influence and motivation on accomplishing goals. | |

Evidence Standard is Met:

The student will:

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| • | Compare the leadership styles of various individuals in our society. | ½ |
| • | Debate theories on types of leaders and leadership styles. | ½ |
| • | Distinguish between personality types of different leaders. | ½ |
| • | Determine skills needed by leaders to be effective in accomplishing goals. | ½ |
| • | Examine ways leaders have had an impact on the community. | |
| • | Summarize leadership characteristics of an organizational leader. | |

Integration/Linkages

Social Studies, National FFA Code of Ethics, Social Studies, History, Language Arts, SCANS (Secretary's Commission on Achieving Necessary Skills)

Sample Performance Tasks

- Debate the functions of leaders and leadership.
- Specify leadership characteristics of an accomplished leader.
- Demonstrate skills needed in leaders.
- Complete and score a personality profile to determine primary personality type.
- Propose methods of motivating and influencing others.

Standard 2.0

The student will evaluate personal attributes, such as interpersonal relationship skills and value systems, as they relate to leadership.

Learning Expectations:

The student will:

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| 2.1 | Evaluate behaviors necessary for constructive interpersonal behaviors. | |
| 2.2 | Relate basic ethics and etiquette to leadership image. | |
| 2.3 | Analyze the significance of meeting basic human needs to personal development. | |
| 2.4 | Assess the impact of personal learning styles, capabilities, values and attitudes on leadership development. | |
| 2.5 | Use basic principles of leadership to evaluate personal leadership effect. | |

Evidence Standard is Met:

The student will:

- Propose a set of ethics related to leadership in the field of agriculture.
- Evaluate ways businesses and industries can meet the needs of employees to foster leadership skills.
- Utilize appropriate steps to resolve conflicts and make decisions.
- Demonstrate behaviors that foster constructive relationships between people.
- Assess the strengths and weaknesses of a person in a leadership position.

Integration/Linkages

Social Studies, Language Arts, National FFA Code of Ethics, National FFA Agricultural Issues Standards, SCANS (Secretary's Commission on Achieving Necessary Skills)

Sample Performance Tasks

- Debate the applicability of the FFA Code of Ethics to the agricultural industry.
- Differentiate between democratic and authoritarian leadership systems.
- Debate the applicability of Maslow's hierarchy of needs to leadership styles.
- Propose a training schedule to improve a person's leadership abilities.
- Role-play a conflict resolution situation between a student and administrator.

Standard 3.0

The student will evaluate individual and group communication skills needed in the agricultural industry.

Learning Expectations:

The student will:

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| 3.1 | Evaluate the basic principles involved in technical writing. | ½ |
| 3.2 | Specify techniques and principles involved in public speaking. | ½ |
| 3.3 | Evaluate the use of current technology to research agricultural issues. | ½ |
| 3.4 | Evaluate parliamentary procedure abilities used to conduct a meeting. | ½ |
| 3.5 | Assess team-building skills necessary for job success. | |
| 3.6 | Analyze the effects of nonverbal communication on a listener. | |

Evidence Standard is Met:

The student will:

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| • Participate in team-building activities that show the importance of every individual on the team. | ½ |
| • Compile research of current agricultural issues related to International Relations, Food and Fiber Systems, Agricultural Marketing, and Agricultural Science and Technology. | ½ |
| • Present a speech on the use of leadership skills in directing others. | ½ |
| • Utilize parliamentary procedure abilities to conduct a mock meeting. | ½ |
| • Demonstrate the use of telecommunication technology in communicating with others. | |
| • Compare the effect of facial expressions when communicating with others. | |

Integration/Linkages

Language Arts, Broadcasting, Speech and Drama, Keyboarding, National FFA Organization Prepared Public Speaking CDE Guidelines, National FFA Organization Extemporaneous Speaking CDE Guidelines, National FFA Parliamentary Procedure CDE Guidelines, SCANS (Secretary's Commission on Achieving Necessary Skills)

Sample Performance Tasks

- Utilize current technology to create a portfolio of agricultural research reflecting international relations, food and fiber systems, agricultural marketing, and agricultural science and technology.
- Utilize multimedia equipment to present the importance of various leadership skills.
- Preside over a mock meeting, using ten parliamentary procedure abilities.
- Complete proficiency applications incorporating the principles of technical writing in order to effectively answer each question about the students SAEP, supervised agricultural experience program.
- Plan a program of activities that will satisfy the requirements for the FFA's National Chapter Award.
- Role-play the use of nonverbal communication to affect the listener's response to directions or instruction.

Standard 4.0

The student will evaluate skills needed for effective group leadership.

Learning Expectations:

The student will:

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| 4.1 | Evaluate procedures used to facilitate group and committee discussions. | ½ |
| 4.2 | Assess skills needed in dealing with group dynamics. | ½ |
| 4.3 | Evaluate skills used for effective problem solving and decision making. | ½ |
| 4.4 | Evaluate adaptive behaviors used to work with diverse populations. | |
| 4.5 | Examine skills needed for working in a global marketplace. | |

Evidence Standard is Met

The student will:

- Demonstrate appropriate behavior for facilitating a group discussion ½
- Outline steps for dealing with various personalities in a group setting. ½
- Demonstrate listening and reasoning skills used for effective problem solving and decision-making. ½
- Summarize the behavior used by various leaders in working with diverse populations.
- Propose criteria that must be met to work in the global marketplace.

Integration/Linkages

Social Studies, Language Arts, Farm Safety Just 4 Kids, National FFA Speaking CDE, Broadcasting, Speech and Drama, Keyboarding, National FFA Prepared Public Speaking CDE, career development event, Guidelines, National FFA Extemporaneous Speaking CDE Guidelines, SCANS (Secretary's Commission on Achieving Necessary Skills).

Sample Performance Tasks

- Present a multimedia presentation on planning for an international career in agriculture.
- Prepare and implement a Farm Safety Just-4- Kids presentation.
- Role-play being the facilitator of a group discussion.
- Present the strengths and weaknesses of different personalities one works with in a group.
- Prepare goals for an industry, based on information gained in the marketplace.
- Determine appropriate behaviors to be used with different cultures and backgrounds.

Standard 5.0

The student will evaluate leadership skills and responsibilities necessary for obtaining and advancing in a career.

Learning Expectations:

The student will:

- 5.1 Evaluate the use of ethics in the workplace. ½
- 5.2 Evaluate skills used for effective time management. ½
- 5.3 Evaluate factors that influence worker morale. ½
- 5.4 Examine programs used to improve staff development in agricultural industries.
- 5.5 Evaluate careers related to the agricultural industry.
- 5.6 Prepare correspondence used in the agricultural industry.

Evidence Standard is Met:

The student will:

- Determine appropriate conduct for various workplace scenarios. ½
- Propose a plan for using time efficiently at home and in the workplace. ½
- Prepare steps to improving worker morale in a company. ½
- Determine factors that make staff development programs successful.
- Shadow a job in an area of occupational interest.
- Research and compile a portfolio of careers in agriculture.
- Prepare an application and resume for an agricultural career.

Integration/Linkages

Language Arts, Broadcasting, Speech and Drama, Keyboarding, Standards for Work-Based Learning, National FFA Guidelines for SAEP (Supervised Agricultural Experience Program), National FFA Code of Ethics, SCANS (Secretary's Commission on Achieving Necessary Skills)

Sample Performance Tasks

- Role-play workplace scenarios to determine appropriate actions or conduct.
- Use a daily-planner to schedule activities and meetings.
- Apply the principles of a well-known staff development professional to improving the morale of a company.
- Use multimedia equipment to propose a staff development workshop for the school.
- Participate in a job-shadowing situation.
- Complete an Agricultural Careers Portfolio.
- Determine individual strengths and weaknesses that would be applicable to an agricultural industry.

Standard 6.0

The student will integrate academic competencies in the area of leadership.

Language Arts:

The student will:

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| 6.1 | Synthesize research on leadership styles and present the material. | 1/2 |
| 6.2 | Use advanced publications to determine appropriate employee training procedures. | 1/2 |
| 6.3 | Evaluate the effectiveness of computer-generated communications. | |
| 6.4 | Prepare written or graphical resumes for job employment. | |
| 6.6 | Determine methods of multimedia presentations for training programs. | |

Evidence Standard is Met:

The student will:

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| • | Complete letters, papers, resumes, etc., utilizing word processing software. | 1/2 |
| • | Utilize the Internet for research and navigating as well as obtaining news and information. | 1/2 |
| • | Research publications to determine needed training and educational experience. | 1/2 |
| • | Utilize the computer to communicate with other teachers, agriculture departments, and organizations. | |
| • | Prepare a multimedia presentation daily journal or portfolio on skills needed for professional development. | |

Integration/Linkage

Language Arts, Business Education, Broadcasting, Speech and Drama, Keyboarding, SCANS (Secretary's Commission on Achieving Necessary Skills)

Sample Performance Tasks

- Develop a Web page for the agriculture department, with parental release.
- Prepare cover letters, resume, speeches, and written web ready reports.
- Develop e-mail pals and face to face telecommunications with students from other agricultural departments across the state.
- Utilize the Internet to research current agricultural issues in international relations, food and fiber systems, agricultural marketing and agricultural science and technology.
- Develop a multimedia presentation featuring the agricultural education and FFA Chapter for the school board.

Standard 7.0

The student will develop premier leadership and personal growth needed for the agricultural industry.

Learning Expectations:

The student will:

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| 7.1 | Evaluate the use of public speaking and community activities to develop leadership in FFA members. | 1/2 |
| 7.2 | Evaluate the use of a program of activities to organize the FFA chapter's activities. | |
| 7.3 | Propose an SAEP related to leadership development. | 1/2 |
| 7.4 | Evaluate the role of FFA chapter officers and members in the school and community. | |

Evidence Standard is Met:

The student will:

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| • | Relate skills learned through public speaking and community activities to effective leadership. | 1/2 |
| • | Prepare a program of activities for the FFA chapter that includes goals for the members and a budget for meeting the goals. | |
| • | Complete records for a mock SAEP related to leadership development and/or multimedia presentation concerning the internship. | 1/2 |
| • | Determine activities that FFA chapter officers and members can be a part of in the school and community. | |

Integration/Linkages

National FFA Guidelines for Public Speaking, National FFA Guidelines for Proficiency Awards and Degrees, Language Arts, SCANS (Secretary's Commission on Achieving Necessary Skills), National FFA Guidelines for Community Education Programs

Sample Performance Tasks

- Prepare a four-to-six-minute prepared or extemporaneous speech on an agribusiness topic.
- Prepare a plan for chapter members to develop leadership skills.
- Submit a program of activities for the FFA chapter to the State FFA Advisor.
- Prepare a FFA proficiency award based on a mock agribusiness SAEP.
- Prepare a schedule of school and community activities for chapter officers and members.

- Complete an application for an advanced degree in the FFA.
- Participate in the FFA Food for America program.
- Participate in the America Reads Challenge program.
- Participate in the FFA PALS program.